

**Reviewer**

CP#

8194

**Please enter your Legal Entity number:**

LE

0663

**Please enter your School Code**

SC

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**Are all profile components present?**

☐ Yes

☒ No

**What profile components are missing?**

Brief description of community is not evident in the narrative.

**Academic Performance - Are all components present? If not, please explain. Title I will review all purposes of all correlates.**

☒ Yes

☐ No

**Academic Performance - Indian Education for All and American Indian Achievement:**

☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts

☐ Satisfactory answer

☐ Response does not address the question

☐ Answer is too general / Please be more specific or expand upon your answer

☐ Answer does not address Indian Education for All

☒ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

**Efficiency - Are all components present?**

☐ Yes

☒ No

### What efficiency components are missing?

Goal not included for Efficiency component  
IEFA not addressed

### Efficiency - Indian Education for All and American Indian Achievement:

- ☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☒ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

### Learning Environment - Are all components present?

- ☐ Yes
- ☒ No

### What learning environment components are missing?

Goal not included for Learning Environment component

### Learning Environment - Indian Education for All and American Indian Achievement:

- ☒ District/School indicated not applicable; however Indian Education for All is applicable for all students/schools/districts
- ☐ Satisfactory answer
- ☐ Response does not address the question
- ☐ Answer is too general / Please be more specific or expand upon your answer
- ☐ Answer does not address Indian Education for All
- ☒ To discuss professional development plans or opportunities for Indian Education for All or Indian student achievement, contact the OPI Indian Education Division

### Mathematics - Are all components present?

- ☐ Yes
- ☒ No

### What mathematics components are missing?

Resources missing

**Mathematics - Goals:**

- ☐ Goal(s) address specific math standard(s): Number Sense and Operation, Data Analysis, Geometric Reasoning, Algebraic and Functional Reasoning.
- ☐ Goals are data driven.
- ☒ Goal(s) is too general (doesn't include number of students or to what level of improvement).
- ☒ Mathematic goal lacks specificity, what grade levels are targeted
- ☐ Mathematics goal is not measurable as stated

**Mathematics - Identified Strategies:**

- ☐ Strategies are clear and focused.
- ☐ Rational is given for choice of strategies.
- ☐ Specific and research-based strategies stated.
- ☐ Strategies are measurable.
- ☐ Method, materials, and timeframe for implementing strategies are indicated.
- ☐ Strategies are based on realistic expectations.
- ☒ Mathematics identified strategies are unclear and/or lacks specificity.
- ☒ Mathematics identified strategies do not support stated goal.

**Mathematics - Professional Development:**

- ☐ Ongoing and sustainable professional development is evident.
- ☐ Needs assessment drives professional development.
- ☐ Follow-up plan is included for continued professional development throughout the year.
- ☐ Topics or content of professional development matches goal and strategies.
- ☐ Commitment to plan and its components is evident.
- ☐ The implementation of new resources (math program, curriculum, and/or textbook/materials) is supported by professional development for the impacted staff throughout the year.
- ☐ Evaluation of the student data is used to assess the impact of professional development.
- ☒ Mathematics professional development goal is unclear and/or lacks specificity.
- ☐ Mathematics professional development goal does not support stated goal.

**Mathematics - Resources:**

- ☐ Resources provide realistic attainment of goal through strategies and professional development.
- ☐ The 2009 Mathematics Content Standards are included.
- ☒ Involve the entire staff as your school/district implements the yearly action plan.
- ☐ Evaluation of the student data is used to assess the impact of current resources used.

**Reading - Are all components present?**

- ☐ Yes
- ☒ No

### What reading components are missing?

Resources component missing

### Reading - Goals:

- ☐ Reading goal based on CRT data.
- ☐ Reading goal is unrealistic for a school year.
- ☒ Reading goal lacks specificity, what grade levels are targeted?
- ☐ Reading goal is not measurable as stated.

### Reading - Measurable Objectives:

- ☒ Measurable objective not included in the plan.
- ☐ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.

### Reading - Identified Strategies:

- ☐ Identified strategies are focused on standards based instruction and resources.
- ☐ Identified strategies to reach reading goal are focused and clear.
- ☐ Identified strategies to reach reading goal are not based on data.
- ☐ Identified strategies are generalized.
- ☒ Identified strategies (or Professional development) to reach reading goal lack specific connection to student achievement in reading.
- ☐ Identified strategies support reading goal.
- ☒ Consider multiple sources of measurement to collect reading achievement data.

### Reading - Professional Development:

- ☒ Professional development goal needs to be more specific: what, when, and who.
- ☐ Professional development goal is missing.
- ☐ Consider professional development that is directly correlated to yearly goal.
- ☐ It would be advantageous to report data on impact of professional development and the number of teachers that have participated or will participate in professional development.
- ☐ Consider evaluating the student data to assess the impact of professional development.

### Curriculum Development - Are all components present?

- ☐ Yes
- ☒ No

**What curriculum development components are missing?**

Resources component missing.

**Curriculum Development: (District)**

- ☐ Curriculum development goal is measurable.
- ☒ Curriculum development goal is not measurable.
- ☐ Curriculum development goal based on consortium revision cycle.
- ☐ Measurable objective not included in the report.
- ☒ Measurable objective does not clearly articulate the relationship to school/district goals.
- ☐ Measurable objective contains all necessary components.
- ☐ Measurable objective develops/demonstrates a strong relationship to school/district goals and focuses on meaningful school improvement issues.
- ☐ Measurable objective effectively supports focused, meaningful continuous school improvement.
- ☒ The communication arts standards were revised in 2010, consider that in curriculum review.

**Other #1 - Are all components present?**

- ☐ Yes
- ☒ No

**What other components are missing?**

N/A

**Other #2 - Are all components present?**

- ☐ Yes
- ☒ No

**What other components are missing?**

N/A

**General Feedback:**

It is apparent that time and effort was put forth in looking at compiled data and needs. However, the goals are not measureable as written.  
Consider addressing IEFA for your students  
Goals not included for Efficiency and Learning Environment components

**Do you want to complete the additional Title I questions?**

- ☐ Yes
- ☒ No